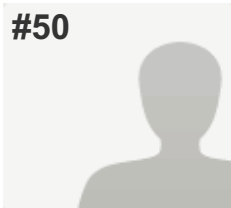


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**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 21, 2016 2:57:50 PM**Last Modified:** Wednesday, June 22, 2016 12:19:59 PM**Time Spent:** 21:22:09**IP Address:** 207.28.249.98

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Q1: Name of School District:	Dallas Center-Grimes Community School District
Q2: Name of Superintendent	Scott Grimes
Q3: Person Completing this Report	Mitzi Chizek

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
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Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q7: 2a. Local TLC Goal

Enhance our collaborative culture.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

PLC continuum: Each building identified what parts of the PLC continuum (from the Learning By Doing resource) that would be the focus for the year. Growth was made from review of anecdotal records. Next year, a survey will be taken at the beginning of the year and again toward the end of the year to have more formal data.

Critical Issues of Team Consideration survey: In the fall, a survey was done on four of the 11 critical issues - Norms, SMART goals, essential learnings, and using the results of common assessments. At that time, 93 to 98% of the respondents indicated that this was a focus of their PLC almost every time or sometimes the PLC meets. This spring, that percentage decreased to the mid 80s to lower 90's. For the other issues, mid 80's % were the norm for the focus either sometimes or almost every time. Although the percentage is lower, that can be attributed to a better understanding of the critical issue itself and the time of year given. Also, to have the critical issues on the PLC agenda over 80% of the time indicates the collaborative culture is alive and well.

Feedback from teacher leaders: Feedback from the PLC leaders and Instructional Coaches was gathered through surveys and ongoing reflections. The data indicates that the collaborative culture of all the buildings has increased greatly over the year. Trust has been developed, student data reviewed, the coaches have been sought out by the teachers AND the PLC teams. The feedback from the teachers show that the coaches and PLC leaders are effective in their roles. The teacher leaders have developed their own growth plan based on increasing the "right work" for the PLC teams and an increased focus on using student data in the coaching cycle.

Q10: 3a. Local TLC Goal

Strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

"Training and support provided:

Mentors were provided training in Mentoring Matters for those that were new to mentoring.

Beginning of the year meeting was held to ensure an understanding of the role.

Quarterly meetings were held for support for mentors and to refocus on how to support the beginning teachers.

PLC Leaders were supported at the building level. This ranged from individual conversations with the principal and Instructional Coach to extended collaborative time for the PLC leaders to share ideas. Several PLC leaders attended a training from Heartland for Small Group Facilitation and all PLC leaders will attend a 1.5 day training this fall on how to better facilitate small groups and organize and analyze data.

Instructional Coaches were supported with more formal and collaborative training. Coaches attended external training with Steven Barkley, Jim Knight Group Instructional Coaching, Jim Knight's Using Video in Instructional Coaching, Cognitive Coaching, Small Group Facilitation and Heartland AEA Instructional Coaches Network. Coaches also attended various more content specific training. Internally, the coaches met as a K-12 team monthly and as smaller groups on a weekly or monthly basis."

Feedback from teacher leaders - conversations, surveys, and reflective journals - The teacher leaders (Instructional Coaches, PLC leaders, and Mentors) all were very involved in providing leadership. This occurred in the Building Leadership Teams, District Leadership Team, providing professional development, during staff meetings, PLC collaboration and informally in many ways in the buildings. The surveys and reflective journals show that the teachers appreciated and utilized the teacher leaders.

Q13: 4a. Local TLC Goal

Focus on continual improvement for staff as a means to increasing student learning.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

"Continual Improvement of student learning process data (PD feedback, surveys, curriculum fidelity checks, IPI data) - PD Feedback - At the secondary level, the professional development focus has been on engaging students in higher order tasks (IPI data), increasing authentic literacy, and changing assessments to include higher order questions. Teachers shared and documented the lessons and assessments in each PLC as part of the PD process. Also, the end of year reflections are evidence that PD and its implementation with the support of teacher leaders is having a positive impact on student learning.

At the elementary level, the professional development focus has been ensuring students are reading in good fit text and reflecting on how to best provide targeted instruction to students to meet their reading needs. Based on reflections done throughout professional development and surveys completed, it is evident that PD and its implementation with support of teachers leaders is impacting student learning in a positive manner.

For all grades, the PLC process and Instructional Coach supports also serve as a curriculum fidelity check. The PLCs focus on what the essential learnings are, how these are being assessed, and the results, which all contribute to the fidelity check.

IPI (Instructional Practices Inventory) K-12 data show that there is steady upward trend at all levels of increasing student engagement at higher levels and is now approaching 50%!"

"Continual Improvement of student learning achievement data (Iowa Assessments, ACT (not available until fall), SRI, SMI, Reading benchmarks, SMART goals, common assessments, report card indicators) -

As a general trend, Iowa Assessment data shows increasing percentage of students that are proficient in reading, math and science. The percent of students proficient in reading ranges from 80 to 91%; math from 82 to 92%; and science from 82 to 92%.

Math and Reading Inventory data at the middle school: 29% considered non proficient in the fall and reduce to 28.3% in the spring. More dramatic change occurred in the advanced category, .2% to 5.6%!

SMART goals - Each PLC team developed at least one SMART goal in which data was collected. Several teams reached their student achievement goal and increased or changed the goal."

Common Assessments - Grade level and curricular PLC teams gave common formative and summative assessments. Data from these assessments were reviewed and analyzed in the PLC to determine how to best meet students' needs. The following is one anecdote from a high school english class that supports increased student learning - data was analyzed on how students performed on part of the assessment that assessed recall vs. higher level thinking. The students performed better on the higher level thinking portion of the assessment.

Reading benchmarks and report card indicators - In examining report card indicators across the years at the elementary level, there has been a large increase in the number of students demonstrating proficiency on math standards. During the 14-15 school year, a range of 67% to 75% were proficient on math standards. In the 15-16 school year, now as many as 95% of our kindergarteen students are proficient, with the lowest proficiency being 86% of our 5th graders. According to reading FAST benchmarks, our district scores higher than most surrounding districts, with at least 80% of our students meeting FAST benchmarks. In addition, around 88% of our students are meeting our district level reading benchmark assessment.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We need to continue our journey. We have more training and support planned next year for our PLC leaders with a greater focus on the 'right work.' Much of the PLC time was spent in planning and we are going to push the focus on common assessments and review of student achievement.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Our teachers are seeking out the coaches at every level. The culture is one that if you have not used a coach, it is "why not?" The professional development delivery and implementation has improved with the coaches heavily involved in designing and delivering PD; and providing follow-up with individual teachers and/or PLCs.

The PLC leaders are able to provide more supports and focus for the PLC teams. The PLC leaders also help support the implementation of PD through a review of essential learnings, assessments, and best practices in teaching.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
